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ABSTRACT

The body of this paper consists of brief descriptions, in alphabetical order, of desegregation resources, mainly in California. For convenience, the categories of resources are divided into desegregation education, desegregation planning, integration, and financial resources. Groups such as the Anti-Defamation League of B'nai B'rith, the Task Force for Integrated Education, and the System Development Corporation are included. (Author/JW)

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RESOURCES FOR

PLANNING AND IMPLEMENTING SCHOOL DESEGREGATION.

Bulletin Series in School Desegregation.

Funded by Title IV, Section 403

EUGENE S. MORNELL AND JOSEPH F. PAYNE

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PREFACE

The Regional Dissemination Module is publishing a series of important papers in the area of school desegregation. "Resources for Planning and Implementing School Desegregation" was written by Eugene Mornell, a consultant on leave of absence from the Bureau of Intergroup Relations, California State Department of Education and Joseph Payne, consultant to the Federal Projects Task Force, Los Angeles County Superintendent of Schools Office. The authors will direct you to the number of resources for planning and implementing a school desegregation program.

Generally, the resources can be divided into three areas:

Desegregation Education - Assistance in providing the background of law, educational research and behavioral science for the explanation of desegregation.

Desegregation Planning - Assistance in the development of a desegregation plan.

Integration - Assistance in resolving problems incident to school desegregation.

As Mornell and Payne point out, there are no simple answers or solutions for the development of a successful desegregation program. The successful desegregation program requires commitment, sensitivity, careful planning, preparation of staff and social or structural reorganization.

INTRODUCTION

Desegregation most often appears to superintendents and school board members as a moral or political question, even though it has frequently been successfully discussed in educational terms.[1] Yet, because both morality, politics, and education too, involve conflicting values and emotions, a school desegregation decision is generally made under "conditions of uncertainty."

F.G. Bailey says that "leadership is called for particularly under conditions of uncertainty and when there is a need to make decisions which also are innovations."[2] He continues:

> Uncertainty means conditions under which people cannot find a rule to guide their reactions. They cannot easily assimilate their condition to some similar condition in the past, and use this as a precedent for making a plan of action. Sometimes this uncertainty will arise not because no precedent exists, but because there are many precedents, each counseling a different course of action, and all of which to some degree fit the present predicament. Rules by their very nature are general, while situations are particular.[3]

Bailey says that an innovating decision is expensive because: First, as in any gamble one is not sure that the expected result will come. Second, staff are required to do things they have not done before, and this requires training, or at least thought and care which routine action does not. Third, "the resources diverted to make the new way of action possible may alter the pattern of resources available for other activities, so that the new decision may have quite unintended consequences."[4] Bailey continues:

> All this does not of course mean that innovating decisions must always be disastrous. Far from it: the returns can be

> great. But it does explain why innovating decisions are made with reluctance and sometimes only in response to dire necessity.[5]

School desegregation often has occurred as a result of "dire necessity," usually in the form of a legal requirement. But this need not be the case, and desegregation also has occurred where dire necessity has not been present. Several researchers have indicated that leadership by the superintendent or the school board, apart from external pressure, has been the key factor in many decisions to desegregate.[6]

Such leadership has been realistically concerned with resources available to the desegregating school district. These are the resources that this paper intends to identify. Awareness of resources may, in fact, be an important element influencing the desegregation decision. Of course, resources are also necessary once the commitment to desegregation has been made, whatever the reason.

There appear to be three basic kinds of resources: knowledge, skill and money. Knowledge and the use of it do not necessarily go together. Knowledge about desegregation can be obtained from the accompanying bibliography. The use of knowledge combined with sensitivity and skill is critical. Human resources, i.e., the people who are able to assist in planning and implementing school desegregation, are more critical.

There are three areas in which human resources are needed:

Desegregation Education, meaning help in providing the background of law, educational research and behavioral science for explanation of desegregation.

Desegregation Planning, meaning help in developing the specific plan.

Integration, meaning help in resolving problems incident to desegregation, inservice training, curriculum development, administrative reorganization and other programs designed to create an environment which values differences as well as similarities and which goes beyond the simple physical mix of pupils and staff from various backgrounds.

Needless to say, financial resources which assist in implementation of the desegregation plan are necessary. The primary financial resource consists of local district funds. Here it is a matter of reordering priorities consistent with the decision to desegregate. Implicit in the decision is the assumption that desegregation is more vital to quality education than many other elements. Appropriate financial reallocation must follow. There are relatively few other financial resources for desegregation and they are noted in this paper.

Desegregation is a relatively simple process when compared with integration. Many school districts have now desegregated, although the extent of desegregation varies considerably. Few have integrated, in terms of the definition. Educators and intergroup relations personnel alike have limited practical experience in fostering cooperation among groups of people with different cultures and varying experiences in terms of social treatment, income and power. Generally, the minority group has accommodated itself to the majority group, but an increasing belief in cultural pluralism makes complete accommodation to majority group patterns and life styles less acceptable to all minority groups.

No simple answers or solutions are available to the school district leaders who intend to implement a successful desegregation program or proceed from desegregation to integration. The process requires commit-

ment, sensitivity, careful planning, preparation of staff and a social and structural reorganization. There will be conflicting and unexpected pressures from community, staff and pupils.[7] Many issues and questions arise as the process begins which can be resolved only as the process develops:

How may resegregation, including the possible flight of majority group parents and staff, be prevented?

How should segregation within the desegregated system, in the form of ability grouping and tracking, be handled?

How is multi-ethnic curricula best utilized?

How is it possible to change staff attitudes and behavior which impair learning?

How may staff and pupils be prepared to work more effectively across racial and ethnic lines?

There are many more such questions, whose answers only will be found as more districts desegregated and move toward integration.

Desegregation is not integration. Desegregation is not sufficient. But desegregation is the necessary beginning.

REFERENCES

1. See Robert T. Stout, "School Desegregation: Progress in Eight Cities," U.S. Commission on Civil Rights, 1967.

2. F.G. Bailey, Stratagems and Spoils: A Social Anthropology of Politics, (New York: Schocken Books, 1969), p. 59.

3. Bailey, p. 59.

4. Bailey, p. 69.

5. Bailey, p. 69.

6. See Stout. Also Robert L. Crain, The Politics of School Desegregation, (Chicago: Aldine Publishing Company, 1968) and Dan W. Dodson, Citizen Response to School Desegregation, (New York: Council for American Unity, 1967).

7. See David Rogers, 110 Livingston Street, (New York: Vintage Books Edition, 1969), pp. 303-323, for a discussion of staff resistance to desegregation.

DESEGREGATION RESOURCES

The body of this paper consists of brief descriptions, in alphabetical order, of desegregation resources, mainly in California. For convenience, the categories of resources and the resources applicable to each category are listed below. The best evaluation of each resource may be obtained from school districts which have used the resource. Whenever possible, the names of such districts have been provided.

Desegregation Education

Anti-Defamation League of B'nai B'rith
Association of California Intergroup Relations Educators
Bureau of Intergroup Relations, California State Department of Education*
California Teachers Association, Human Relations Office
Division of Equal Educational Opportunities, U.S. Office of Education
Institute of Desegregation Problems, University of California, Berkeley
Los Angeles County Superintendent of Schools Office*
Task Force for Integrated Education
Western Regional School Desegregation Projects, University of California, Riverside

Desegregation Planning

Bureau of Intergroup Relations, California State Department of Education*
Division of Equal Educational Opportunities, U.S. Office of Education
Los Angeles County Superintendent of Schools Office*
The RAND Corporation
System Development Corporation*

Integration

Anti-Defamation League of B'nai B'rith
Association of California Intergroup Relations Educators
Bureau of Intergroup Relations, California State Department of Education*
California Teachers Association, Human Relations Office
Division of Equal Educational Opportunities, U.S. Office of Education
Institute for Desegregation Problems, University of California, Berkeley
Los Angeles County Commission on Human Relations*
Los Angeles County Superintendent of Schools Office*
Task Force for Integrated Education
Western Regional School Desegregation Projects, University of California, Riverside

Financial Resources

Emergency School Assistance Program
Public Law 874, School Assistance to Federally Affected Areas
Title I, Elementary and Secondary Education Act*
Title IV, Civil Rights Act of 1964

*Information on other resources is listed as follows:

County education offices, see Los Angeles County Superintendent of Schools Office

Human relations commissions, see Los Angeles County Commission on Human Relations

Non-profit and private consulting firms, see The RAND Corporation and System Development Corporation

Other funding sources, see Title I, Elementary and Secondary Education Act

State educational agencies, see Bureau of Intergroup Relations, California State Department of Education

RESOURCES

Anti-Defamation League of B'nai B'rith

First organized in 1913 to combat anti-Semitism, the Anti-Defamation League (ADL) is supported by the Jewish community to work toward this immediate objective and toward elimination of all forms of prejudice and discrimination. The ADL operates through a national office in New York City and twenty-eight regional offices in the United States and two offices in Canada. Staff members are trained in human relations, urban affairs, communications, education, religion and law.

The ADL works with textbook publishers and educators in revising texts to present a more inclusive and realistic picture of American minority groups. It issues special resource and service bulletins which provide intergroup relations suggestions to educators. It also develops, publishes, collects and disseminates a variety of materials (books, pamphlets and visual materials) on human relations, intergroup relations, discrimination, desegregation and related subjects. It has the most extensive collection in the Western states of publications and films in these fields. Many of these materials are for school use.

ADL staff offer consultant services, on request, in matters related to desegregation, compensatory education, curriculum modification, staff development and inservice training and school-community relations. These services have been provided to school districts throughout California and the West.

Inquiries regarding services and materials should be made to Dr. Eleanor Blumenberg, Western Director of Education, Anti-Defamation League

of B'nai B'rith, 590 North Vermont Avenue, Los Angeles, California, 90004. Telephone: (213) 662-8151.

Association of California Intergroup Relations Educators

First formed in 1968, the Association now includes almost all school intergroup specialists in California. The organization is approved by the State Board of Education pursuant to the provisions of Education Code Section 1072.

The purpose of the Association is to enhance the professional status and competence of school personnel in the field of intergroup relations in order to provide equal educational opportunity for pupils of all racial and ethnic groups. The objectives of the Association include the following: to work with groups and institutions to support programs of intergroup relations, desegregation and integration; to develop problem-solving and information services; to obtain financial and other resources for more effective school district intergroup programs; to improve the extent and quality of intergroup relations course offerings at colleges and universities and establish criteria for entry into the profession.

President of the Association is Dr. Ervin Jackson, Jr., Assistant to the Superintendent for Intergroup Relations, Sacramento Unified School District. Inquiries regarding services should be addressed to him at Post Office Box 2271, Sacramento, California, 95814.

Bureau of Intergroup Relations, California State Department of Education

The Bureau is the primary source of assistance to California school districts in the planning and implementing of desegregation programs. First organized in 1959 to provide assistance in connection with certificated employment practices, since 1963 it has been the unit in the Depart-

ment of Education providing technical assistance to districts seeking to prevent or eliminate racial and ethnic isolation of pupils.

In addition to offering consultant services, the Bureau has conducted surveys and team studies of desegregation and intergroup relations problems at the request of local districts. It also continues to provide assistance regarding certificated employment practices and policies.

Funded by the State and, during the past three years, a grant under Title IV of the Civil Rights Act of 1964, Bureau staff perform the following services:

> School district services. Conducting studies and preparing reports on racial and ethnic balance and intergroup relations problems; providing technical assistance in helping develop desegregation plans; conducting studies of exemplary programs; providing assistance with intergroup tension and conflict.
>
> Intergroup curriculum and inservice education. Providing assistance in planning, conducting and evaluating staff inservice training programs in intergroup relations and problems incident to desegregation; developing and evaluating programs and materials related to a multi-ethnic curriculum.
>
> Information services. Reviewing and disseminating articles, publications and other materials related to desegregation and intergroup relations.
>
> School staff integration and employment services. Providing assistance to school districts in connection with affirmative minority employment practices and to districts and individuals in cases of alleged discrimination.
>
> Survey reports and services. Planning and conducting statewide ethnic surveys of public schools and reporting results of such surveys.
>
> Documentation and research. Collecting and studying data on desegregation programs, inservice training in intergroup relations and school-community relations; developing methods of documenting and evaluating such programs.
>
> Community organization liaison. Maintaining contacts and information regarding minority group and civil rights organizations and advising school districts on community problems.

Intergroup personnel services. Assisting in development of intergroup specialist positions; disseminating information to intergroup specialists; conducting conferences and workshops for intergroup specialists.

The Bureau publishes and distributes numerous materials of use in desegregation planning and implementation, including California Laws and Policies Relating to Equal Opportunities in Education and a "Checklist of Publications and Reprints for Distribution," listing materials available from the Bureau without charge.

The Bureau has provided services to most school districts in California where desegregation or problems incident to desegregation have occurred. The Bureau also has conducted studies of racial and ethnic balance and intergroup relations in the Corona Unified School District, Inglewood Unified School District, Los Nietos Elementary School District, Merced County Schools, New Haven Unified School District, Oxnard Elementary School District, San Bernardino Unified School District, Santa Barbara Elementary and High School Districts and Vallejo Unified School District.

Inquiries regarding Bureau services and materials should be addressed to Mr. Ples A. Griffin, Chief, Bureau of Intergroup Relations, California State Department of Education, 721 Capitol Mall, Sacramento, California, 95814. Telephone: (916) 445-9482.

Desegregation services from other state educational agencies

Several other state educational agencies have received grants under Title IV of the Civil Rights Act of 1964 to provide desegregation services similar to those provided by the Bureau of Intergroup Relations in California. These services generally are limited by size of staff and resources. Inquiries should be made directly to the Director of the Title IV unit in the appropriate agency:

Mr. Henry Arredondo
Arizona State Department of Education
1017 North Third Street
Phoenix, Arizona 85004
Telephone: (602) 271-5821

Mrs. B. Bernice Moten
Nevada State Department of Education
Post Office Box 390
Las Vegas, Nevada 89101
Telephone: (702) 385-0191

Mr. Jerry Fuller
Oregon State Board of Education
942 Lancaster Drive NE
Salem, Oregon 97310
Telephone: (503) 378-3016

Mr. Warren Burton
Washington State Department of Education
Old Capitol Building
Olympia, Washington 98501
Telephone: (206) 753-2560

California Teachers Association, Human Relations Office

In 1967 the Board of Directors of the California Teachers Association (CTA) created a Human Relations Commission and employed an executive to manage staff services. The CTA had become aware that realistic professional involvement needed to occur in connection with major social issues including desegregation and ethnic integration of the schools. It thereby became the first state teachers association to initiate a program in this field.

The nine members of the Human Relations Commission are appointed by the Board of Directors from the membership of the CTA. The Commission promotes equal educational opportunities for all children in California schools, studies conditions denying these opportunities to minorities and other groups, supports ethnic and racial integration, encourages affiliates and chapters to study human relations problems and develop

action programs in their areas, assists teachers to examine curriculum materials, teaching methods and staff training in human relations and develops opportunities for young minority group members to enter the teaching profession.

Responsibility for accomplishing these aims rests with the staff of the Human Relations Office. Through local chapters of the CTA, the staff can provide districts with support of desegregation and integration. The staff, through the local chapter, also assists directly with inservice training in intergroup education, development of multi-ethnic curriculum, school-community relations, personnel practices and policies for hiring and retaining minority group teachers and issues relating to special education, tracking and grouping practices. The staff also encourages the use of the negotiating council to define activities and concentrate teacher efforts.

Inquiries regarding services should be made to Mr. James O. Lewis, Human Relations Executive, California Teachers Association, 1705 Murchison Drive, Burlingame, California, 94010. Telephone: (415) 697-1400.

Division of Equal Educational Opportunities, U.S. Office of Education

The Equal Educational Opportunities unit has responsibility for administering and coordinating activities which implement Title IV of the Civil Rights Act and the Emergency School Assistance Program. The unit reviews, evaluates and recommends approval or rejection of proposals for grants or contracts to be funded from these sources.

The EEO unit also provides technical assistance to local school districts, upon request, in planning for and meeting problems incident to desegregation. This assistance is primarily educational and ordinarily

is made available only after the school system seeking help has accepted responsibility to proceed with desegregation.

Technical assistance includes: help in identifying desegregation facts and problems, advice on desegregation planning, guidance in obtaining community acceptance of desegregation, planning of training programs for school personnel, supplying of information on the educational implications of desegregation and on successful practices to end segregation, and recommendation of curricular and organizational changes to achieve desegregation.

Many of these same services also are available from state educational agencies with Title IV grants. The EEO unit also encourages university involvement in desegregation efforts. (See listing under Title IV, Civil Rights Act of 1964, for local districts, state educational agencies and universities in the Western states which have received Title IV grants.)

Inquiries regarding EEO services should be made to Mr. Ernest Z. Robles, Senior Program Officer, Division of Equal Educational Opportunities, U.S. Office of Education, Department of Health, Education and Welfare, 760 Market Street, San Francisco, California, 94102. Telephone: (415) 556-7750.

Emergency School Assistance Program

The Emergency School Assistance Program is administered by the Commissioner of Education, U.S. Office of Education, Department of Health, Education and Welfare. The program provides emergency assistance to desegregating school districts which are under a court ordered plan (a legal ruling of the DHEW exluded voluntarily desegregated districts

during 1970-71). Seventy-five million dollars was available nationally in 1970-71, with Pasadena Unified School District and the Inglewood Unified School District the only California districts receiving grants. Status of the program for 1971-72 has not yet been determined, but expansion of the program is being considered. Extension of eligibility to more districts seeking to reduce racial and ethnic isolation also appears possible.

The purpose of the program is to meet special needs incident to the elimination of racial segregation and discrimination among students and faculty by contributing to the costs of new or expanded activities to: promote understanding among students, school staff, parents and community groups; develop community information programs; support advisory committees; develop school-home visitation programs; provide special guidance and counseling; provide remedial services; provide special consultants; develop new and varied instructional techniques to serve children from different backgrounds; develop new techniques and materials for improved evaluation of student progress; provide demonstration projects; provide inservice training related to dealing with inadequate language skills; develop methods for upgrading instructional skills and methods; offer seminars and institutes for solving problems incident to desegregation; release teachers for training; employ teacher aides; develop more effective channels of communication; provide comprehensive planning and logistical support for rescheduling and reassigning staff, redrawing transportation routes, etc.

A community advisory committee, including at least 50% minority and 50% parent representation, as well as student advisory committees at the

secondary level, are required. Ten percent of ESAP funds are discretionary with the Commissioner of Education for direct funding to community groups providing services in support of the local district desegregation program.

Inquiries regarding ESAP funds should be made to Mr. Ernest Z. Robles, Senior Program Officer, Division of Equal Educational Opportunities, U.S. Office of Education, Department of Health, Education and Welfare, 760 Market Street, San Francisco, California, 94102. Telephone: (415) 556-7750.

Institute for Desegregation Problems, University of California, Berkeley

Funded under Title IV of the Civil Rights Act of 1964, the Institute is designed to conduct workshops to train superintendents and school board members to deal more effectively with problems incident to desegregation. The Institute also publishes annotated bibliographies and informal papers related to subjects under discussion at the workshops.

Inquiries regarding programs and materials should be made to the Director, Dr. Frederick M. Wirt, Institute for Desegregation Problems, Department of Education, 5509 Tolman Hall, University of California, Berkeley, California, 94720. Telephone: (415) 642-4215.

Los Angeles County Commission on Human Relations

Now in its twenty-sixth year, the Commission is an agency of County government administered through fifteen members appointed by the Board of Supervisors. Its goals include resolution of problems arising from racial, cultural, religious and economic differences and the promotion of full participation by all citizens in all aspects of community life. The staff of the Commission includes an Executive Director, three Deputy

Directors and some twenty-five other professional consultants.

Commission staff members are assigned to geographical areas of the County and to substantive fields including education, housing, employment, police-community relations and youth problems. There also is a research unit which collects and interprets demographic and other data related to racial and ethnic groups in the County; this unit has assisted in the development of statistical population projections for school desegregation planning.

Commission staff members have worked with administrators, teachers, parents and community groups on other matters related to desegregation and integration. The staff is involved with the Los Angeles County Superintendent of Schools Office and the Bureau of Intergroup Relations, California State Department of Education, in a joint conflict-intervention team. The staff has conducted staff and student opinion surveys, evaluations of school human relations programs and educational programs for school staffs on human relations and minority group history, culture and problems. Among the districts in which the Commission has provided services are the Duarte Unified School District, Long Beach Unified School District, Los Angeles Unified School District, Monrovia Unitied School District and others.

Four staff members of the Commission now comprise an educational services unit which is available specifically to assist school districts with desegregation planning and implementation, human relations and intergroup relations training for teachers and administrators and conflict intervention in collaboration with the agencies noted above. They also serve as a liaison and resource unit for organizations supporting deseg-

regation and integration and for parent and minority group organizations.

Inquiries regarding available services should be made to the Executive Director, Mr. Herbert L. Carter, or to Mr. Lawrence Aubry, Education Consultant, Los Angeles County Commission on Human Relations, 1184 Hall of Records, 320 West Temple Street, Los Angeles, California, 90012. Telephone: (213) 628-9211.

Desegregation services from other human relations commissions

There are other human relations commissions and related agencies elsewhere in California and the West. Some offer services similar to those furnished by the Commission in Los Angeles, but in all cases the other commission services are more limited because of small staffs and fewer resources.

Los Angeles County Superintendent of Schools Office

The County Schools Office provides help on desegregation and integration to school districts through a desegregation advisory specialist, an intergroup education consultant and other staff from the Federal Projects Task Force.

Funded since 1969 by a grant under Title IV of the Civil Rights Act, the desegregation advisory specialist assists districts, on request, to assess needs and identify specific problems incident to desegregation. The specialist assists in the preparation of school staff and community for desegregation, the development of alternative desegregation plans and the evaluation of the effects of desegregation.

The intergroup education consultant has been funded by the County since 1968. The consultant assists in conducting inservice education workshops dealing with intergroup relations, developing multi-ethnic

curriculum materials, recruiting intergroup personnel and minority group staff for local districts and working with organizations and agencies in improving intergroup relations in schools and community. The consultant also assists in the investigation and resolution of intergroup conflict. The County Schools Office participates in a joint conflict-intervention team with the Los Angeles County Human Relations Commission and the Bureau of Intergroup Relations, California State Department of Education.

Other County Schools Office staff assist in the coordination of other services with district desegregation efforts and in the coordination of funding proposals.

Inquiries regarding services should be made to Dr. John Landrum, Director, Federal Projects Task Force, Los Angeles County Superintendent of Schools Office, 155 West Washington Boulevard, Los Angeles, California, 90015. Telephone: (213) 749-6911. Inquiries also may be made directly to Mr. John Ito, Desegregation Advisory Specialist, or Mrs. Dolores Ratcliffe, Intergroup Education Consultant, at the same location.

Desegregation services from other county education offices

Several other county offices in California have intergroup relations personnel, although only Los Angeles has a Title IV grant at the present time.

Public Law 874, School Assistance to Federally Affected Areas

Administered by the U.S. Office of Education, Title I of Public Law 874 provides financial assistance for "federally impacted" school districts with no restriction on the use of these funds by the local district.

They may be used in any part of the desegregation program, including transportation, and the Pasadena Unified School District, for example, is using P.L. 874 funds for this purpose.

Allocation of federal impact funds is based on such factors as a reduction of school revenues available from local sources as the result of acquisition of real property by the federal government or an increase in school attendance as a result of federal activity. Funds also are based on the number of pupils whose parents work on federally owned property, work for an institution or company having federal contracts, work for the federal government, live on federal property, or live in low-rent housing projects.

Responsibility for furnishing appropriate data to submit with the application for P.L. 874 funds rests with the school district. These data include identification of federal property, the development and administration of pupil-parent survey forms or cards and the data thereon and attendance, membership and fiscal information.

Assistance and additional information may be obtained from Dr. John B. Murray, Senior Program Officer, School Assistance to Federally Affected Areas, U.S. Office of Education, Department of Health, Education and Welfare, 760 Market Street, San Francisco, California, 94102. Telephone: (415) 556-0137.

The RAND Corporation

The RAND Corporation and the Los Angeles Unified School District have requested a grant from the U.S. Office of Education to fund a desegregation planning effort which will include: geographic projection of pupil population by ethnic group, design of alternative pupil assignment

plans, review of plans for educational and administrative feasibility, estimates of community reaction, and a gauge of the impact of desegregation on educational achievement and social relations in the schools.

The RAND team is made up of economists, statisticians, political scientists and educational specialists. It is expected that staff experience, models and computer software generated in this project will be applicable to desegregation problems in other districts.

Inquiries regarding services should be made to Dr. Anthony H. Pascal, Director, Human Resources Studies, The RAND Corporation, 1700 Main Street, Santa Monica, California, 90406. Telephone: (213) 393-0411.

System Development Corporation

The Education Systems Department of the System Development Corporation is involved in a variety of research and development activities. Consulting services are offered in the area of school integration, including analyses of district characteristics, practices and resources in order to assist district staff in selecting the most effective mix of techniques for achieving and maintaining school integration.

SDC also has developed a computerized school planning model to assist districts in solving problems which involve the efficient assignment of students to school facilities and the evaluation of variations in the number of students or the amount of school capacity in a district; this permits determination of minimum transportation needs in any desegregation plan. A School System Crisis Simulation game also is available for training administrators to apply demographic data, financial information and group pressure strategies to desegregation and integration decision-making.

SDC presently is involved in desegregation planning with the Santa Monica Unified School District.

Inquiries regarding services should be made to Dr. Harry Silberman, Manager, Education Systems Department, System Development Corporation, 2500 Colorado Avenue, Santa Monica, California, 90406. Telephone: (213) 393-9411.

Desegregation services from other firms

Other non-profit and private consulting firms have participated in some phases of desegregation planning, including the Stanford Research Institute, which conducted a desegregation study for the San Francisco Unified School District. Contacts directly with districts which have used such services generally provide the most useful information regarding this type of resource.

Task Force for Integrated Education

The Task Force is composed of superintendent and school board members, as well as representatives of educational associations, professional organizations and interested civic groups from throughout California. The Task Force meets periodically to exchange information on desegregation and related matters, assist desegregation efforts and support legislation relating to desegregation, integration and intergroup relations.

Chairman of the Task Force is Mr. Harold DePue, Superintendent of the San Mateo City School District. Inquiries regarding Task Force activities should be made to him in San Mateo or at the Task Force's mailing address, Room 1032 Forum Building, Sacramento, California, 95814.

Title I, Elementary and Secondary Education Act

The primary goal of "compensatory education" in California is to increase the academic achievement of eligible participants, based on the recognition that these children can achieve at a "normal" rate when provided comprehensive, innovative program services by a competent staff. Areas of concentration of pupils from low-income families are ranked and target areas are selected. School and students from the target areas are identified. Each Title I pupil must receive services amounting to at least $300 over and above the regular school program, regardless of whether the $300 is from Title I or from a combination of funding sources.

Priority in the Title I program is given to elementary schools and required program components are language development and mathematics, supported by parent involvement, auxiliary services, inservice training and intergroup relations components. A School District Advisory Committee is required to assist and advise the district in developing programs, mobilizing and coordinating community resources, evaluating and disseminating information on the program and acting as a sounding board for individuals or groups who want to propose additions or changes in the program.

Compensatory education programs shall not "sanction, perpetuate, or promote the racial or ethnic segregation of pupils," and districts receiving Title I funds also must comply with the Civil Rights Act of 1964. Guidelines specify that "compensatory education is not a substitute for the desegregation and integration of the Schools. Whenever possible, plans for compensatory education and integration shall be coordinated and implemented at the same time." These guidelines also indicate that:

Where concentrations of minority disadvantaged children exist within a school system, it is imperative that opportunities for remedying the negative effects of segregation be included in the planning and development of compensatory education programs.

A school district's application for Title I funds shall include a statement as to the effect that the proposed project will have, if any, on patterns of segregation in the district. The district shall, in the statement, explain the extent to which it has addressed the problem of de facto segregation and what actions are proposed to alleviate it.

Compensatory education funds may be used to advance school integration in the following ways:

Funds may be used to facilitate preparation for integration when related to services for target area children.

After the integration process has started, Title I programs may follow the children to their new schools to assist in enhancing their educational achievement and social adjustment. Funds may also be used to purchase particular kinds of intergroup relations material.

Funds may be used to transport children from target schools to other schools in the district. This procedure shall not only enhance racial integration but shall also reduce class size in the target area school.

Funds may be used for planned visitation and exchange programs involving children from the target area.

Funds may be used for cultural enrichment projects which include pupils from de facto segregated schools in district-wide programs such as art exhibits, science fairs, field days and student government activities.

Most desegregated school districts in California make use of Title I funds to support the desegregation program, including the use of funds for transportation of pupils. Transportation contracts and assignments often make it possible to extend the transportation program developed through Title I to other than identified children. Contact with districts using funds in this way (Berkeley Unified School District, Pasadena Unified School District, Sacramento Unified School District, among others),

as well as the appropriate unit in the State Department of Education, may provide further information in this regard.

Inquiries regarding Title I programs and funds to assist in desegregation should be made to Mrs. Ruth Love Holloway, Chief, Bureau of Compensatory Education Program Development, California State Department of Education, 1500 Fifth Street, Sacramento, California, 95814. Telephone: (916) 445-2590.

Other funding sources

A variety of funding sources, whether or not specifically designated for desegregation activities, may be utilized within official guidelines for these purposes. The Economic Opportunity Act of 1964, for example, provides for the Concentrated Employment Project, New Careers and Community Action Funds, all of which may be used to employ low-income persons as paraprofessionals in the schools and increase the extent of community involvement, thereby extending staff desegregation and exposing both staff and pupils to a more diversified racial and ethnic mix.

The National Defense Education Act, the Education Professional Development Act and similar resources may be used for inservice training, often in conjunction with universities, to support desegregation. Collaboration with universities also may provide ways in which intern and other teacher preparation programs increase the numbers and quality of minority and non-minority staff available to the district. Title VII, Elementary and Secondary Education Act, provides funds for bilingual programs which may be used to support desegregation, in terms of achievement, intergroup relations and bilingual personnel.

In Los Angeles County, Community Action Funds, funds from Title I,

ESEA and district funds have been used in recent years to support the Intergroup Education Collaborative, a coalition of teams of administrators, teachers, parents and paraprofessionals from twenty districts who have come together to study problems related to the education of poor and culturally different children. The teams, five to fifteen members each, have selected problems and action programs pertaining to their districts and they then have shared information, techniques and personnel.

Similar innovative programs may be developed, using existing funds, guidelines and resources available from the agencies cited in this paper.

Title IV, Civil Rights Act of 1964

Title IV grants to local school districts are administered by the Division of Equal Educational Opportunities of the U.S. Office of Education. These grants are to pay the cost of inservice training of teachers and other school personnel to help them deal with problems incident to desegregation and to pay the cost of employing advisory specialists to help solve problems incident to desegregation.

Training may include classroom, laboratory, field and study experiences constituting a planned learning situation. All categories of school personnel may be involved, including teachers, administrators, school board members, counselors, health workers, clerical and maintenance staffs. Advisory specialists may include district intergroup relations staff who advise the board or school personnel on problems related to desegregation in the system. The specialists must possess professional training or appropriate experience.

Priority for Title IV grants is given to districts which: show evidence of definite commitment to desegregation; provide for the develop-

ment of comprehensive desegregation plans; identify and deal with specific problems associated with desegregation, as opposed to broad problems of quality education for which other federal assistance funds are available. Several other criteria also are used.

Title IV grants in 1970-71 were awarded to the Berkeley Unified School District, Hanford Elementary School District, Inglewood Unified School District, Merced City School District, Monrovia Unified School District, New Haven Unified School District, Pasadena Unified School District, Perris School District, Pittsburg Unified School District, Redlands Unified School District, San Francisco Unified School District and San Mateo City School District. Total of these grants was approximately $800,000.

Grants also were awarded to districts in Mesa, Arizona; Clark County, Nevada; Portland, Oregon; and Tacoma, Washington. State educational agencies in Arizona, California, Nevada, Oregon and Washington received Title IV funding, as did the Los Angeles County Superintendent of Schools Office, the Institute for Desegregation Problems at the University of California, Berkeley, and the Western Regional School Desegregation Projects at the University of California, Riverside.

Inquiries regarding Title IV grants should be made to Mr. Ernest Z. Robles, Senior Program Officer, Division of Equal Educational Opportunities, U.S. Office of Education, Department of Health, Education and Welfare, 760 Market Street, San Francisco, California, 94102. Telephone: (415) 556-7750.

Western Regional School Desegregation Projects, University of California Riverside

Funded under Title IV of the Civil Rights Act of 1964, the Project is one of eight desegregation centers in the United States, all others located in the South. The Project has four components designed to assist school districts with problems incident to desegregation.

The Technical Assistance in Evaluation Module assists districts in the developing of plans for measuring the effects of school desegregation. From experiences with the study of desegregation in Riverside, instruments and designs for evaluation have been developed in four areas: academic achievement and attitudes, social integration of students, integration of students, integration of staff and parent involvement. Director of the Module is Dr. Jane Mercer.

The Regional Dissemination Module translates desegregation research into materials for educators in the field through conferences, newsletters, bulletins, training courses and contract papers. The module publishes a Project newsletter, "Intergroup," which is available without charge. A list of other current publications also is available. A resource library is being developed to handle research requests. Director of the Module is Dr. James Hartley.

The Laboratory School - Teacher Education Module prepares teachers and curriculum materials for the multi-ethnic school. Demonstration schools are two desegregated schools in Riverside, with master teachers from these schools, two community aides and a full-time evaluator serving on the module staff. Training benefits will be maximized by having experienced and inexperienced teachers working together on basic educational problems. Director of the Module is Dr. James Deslonde.

The Public Services Module will assist school administrators in the identification of problems in desegregation and integration. Staff members will recommend resources and programs to solve problems incident to school desegregation. Mr. Manuel Banda is the Director of the Public Services Module.

Administrator of the Projects is Dr. Lulamae Clemons, formerly of the Riverside County Superintendent of Schools Office. Inquiries regarding services should be made to Dr. Clemons at the Western Regional School Desegregation Projects, University of California, Riverside, Riverside, California, 92502. Telephone: (714) 787-5746.

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